

An Evaluation of the Implementation of the Equivalency Education Program in Community Learning Centers (CLCs) Bengkayang Regency

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Abstract

This study aims to evaluate the implementation of the equivalency education program at Community Learning Centers using the CIPP evaluation model. A descriptive qualitative approach with purposive sampling was employed. The research was conducted at two Community Learning Centers in Bengkayang Regency, namely Adubs and Insan Madani. Data were obtained from managers, tutors, and learners through observation, interviews, and documentation. Data analysis procedures included triangulation, data reduction, data display, and conclusion. The findings indicate that, from the contextual aspect, program implementation is constrained by a comprehensive understanding of non-formal education policies, and needs assessments are not consistently conducted, affecting planning accuracy. Input aspect, limitations were found in human resource competence, infrastructure availability, and financial support, which constrain program effectiveness. From the process aspect, implementation generally follows existing regulations; however, weaknesses remain in governance, supervision, and partnership development. Product aspect, the program demonstrates satisfactory outcomes, reflected in learners' academic achievement and a graduation rate approaching 90%. The study recommends adaptive policies, stronger local advocacy, strengthening human resource capacity, and improved partnerships and accountable institutional management capacity.

Keywords: Evaluation, Implementation Programs, Equivalency Education, Community Learning Centers



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INTRODUCTION

Education plays a fundamental role in advancing human development and achieving the Sustainable Development Goals, particularly SDG 4, which emphasizes inclusive and equitable quality education for all. In Indonesia, this commitment is reinforced by Law No. 20 of 2003 on the National Education System, Article 5(1), which guarantees every citizen the right to quality education. However, significant disparities remain, especially among economically disadvantaged communities. Research indicates that factors such as low family income, limited parental education, and geographical distance from schools contribute to high dropout rates and limited access to formal education (Asmara, 2016; Maskun, 2016). In regions such as Bengkayang Regency, geographic isolation, low awareness of the importance of education, and socio-cultural challenges further exacerbate educational inequality. To address these gaps, non-formal education pathways, including equivalency education programs (Package A, B, and C), have been developed as part of the national education system to provide alternative access for out-of-school children and marginalized groups (Muslim, 2021).

The establishment of Community Learning Centers (CLCs) as providers of equivalency education represents a strategic effort to empower communities and improve social and economic well-being. According to Kamil (2011), CLCs are designed not only to expand access to education but also to enhance community capacity to solve local problems through learning initiatives. Previous studies highlight that the success of equivalency education programs depends on policy alignment, competent educators, adequate facilities, community participation, and effective management (Abdul Hayyi, 2023; Agustina, 2020; Maskun, 2016). Furthermore, implementation should align with technical guidelines established by the Ministry of Education and Culture to ensure graduate quality assurance (Nurhayati, 2020). Despite these efforts, challenges remain in terms of institutional capacity, infrastructure limitations, scheduling conflicts for working learners, and restricted internet access in disadvantaged areas, indicating the need for systematic evaluation.

The urgency of this research is grounded in the pressing need to ensure that Community Learning Centers (CLCs) do not merely fulfill the formal indicators outlined in the National Education Standards (*Standar Nasional Pendidikan*), but also implement programs that are accountable, measurable, and demonstrably impactful. In many cases, compliance with administrative and procedural standards is treated as the primary benchmark of success. However, meeting documentation requirements alone does not necessarily reflect the actual quality of learning services, the effectiveness of instructional delivery, or the relevance of programs to the needs of learners. Therefore, it is essential to conduct a comprehensive evaluation to examine whether each component of the program ranging from planning, curriculum development, tutor qualifications, learning strategies, to assessment systems operates in accordance with established standards while simultaneously producing tangible educational outcomes.

Based on the description above, a comprehensive evaluation of equivalency education programs in Bengkayang Regency is urgently required to assess their effectiveness and sustainability. Evaluation, as defined by Rossi and Freeman (1982), involves assessing both program implementation and outcomes, while Stufflebeam (1965) emphasizes that evaluation aims to improve rather than merely prove program effectiveness. The CIPP (Context, Input, Process, Product) evaluation model provides a holistic framework to examine program needs, resources, implementation processes, and outcomes. Considering the diverse characteristics and operational challenges of the Adubs and Insan Madani Community Learning Centers, conducting a CIPP-based evaluation is essential to generate evidence-based recommendations for program improvement. Such research is crucial to strengthen the quality and accessibility of non-formal education and to ensure

that equivalency education programs effectively contribute to educational equity and sustainable development goals in Bengkayang Regency.

METHODS

This research is an evaluative study with a qualitative descriptive approach using the CIPP (Contextual, Input, Process, and Product) evaluation model. Data sampling was conducted using purposive sampling, namely two (2) Community Learning Centers (CLCs) in Bengkayang Regency, namely CLCs Adubs and Insan Madani. The key informants in this study were managers, tutors, and students. Data were collected through observation, interviews, and documentation. In addition, the data analysis techniques used were: data reduction, data presentation, and conclusions.

RESULT AND DISCUSSION

Context Evaluation

In evaluating the context, there are two indicators: (1) related to understanding the policy standards of community learning centers and (2) related to the institution's strategic plan, which consists of an annual work plan, implementation of identifying the needs of learning citizens, and institutional legality. Based on the findings of the two institutions, Adubs and Insan Madani, the following are the findings table 1 and table 2.

Table 1. Description of the Evaluation of the Context Aspect of the Adubs CLC

Indicators	Field Findings	Criteria
a. Understanding of CLC policy standards	1. Not all CLC administrators/implementers have sufficient knowledge and understanding of the CLC policy standards for equivalency education programs, which can impact the attitude of implementers.	Moderately compliant
b. Strategic plan	1. CLC Adubs has an annual work plan aimed at enhancing tutor competencies and providing equivalency education, which includes Packages A, B, and C of the Life Skills Program and entrepreneurship training. 2. CLC Adubs has not conducted the IKBM assessment for two consecutive years. 3. CLC Adubs holds a legal permit for institutional establishment from the education office, with the operational permit number 420/0395/DISDIKBUD B3, issued in the year 2016.	Moderately compliant

Table 2. Description of the Evaluation of the Context Aspect of the Insan Madani CLC

Indicators	Field Findings	Criteria
a. Understanding of CLC policy standards	1. Not all CLC implementers have sufficient knowledge and understanding of the CLC policy standards for implementing the equivalency education program.	Moderately compliant
b. Strategic plan	1. Insan Madani CLC has developed a work plan. 2. IKBM is held annually. 3. The institution possesses a legality license with operational license number: 420/1338/DISDIKBUD-B.3 issued in 2012.	Very compliant

Based on the results of data analysis on the evaluation aspect of the context, there are two (2) indicators, namely understanding of non-formal education policy standards for implementing equivalency education programs and institutional strategic plans.

It is indicated that the understanding of policy standards in the two CLC institutions Adubs and Insan Madani, that CLC implementers have sufficient knowledge and understanding but do not fully understand the CLC policy standards for equivalency education programs. This can have an impact on the attitudinal aspects of the implementers and there is a trigger for inconsistency in determining the goals and objectives to be achieved that are different from the facts. A well-designed policy can be ineffective because (1) it starts with a problematic goal; and (2) the impact of good policy objectives, but due to implementation problems, collaboration and weak regulation and management will also have an impact on the situation and the people involved.

This is in line with Edwards (1980), who argues that the consistency of provisions and rules and the accurate delivery of provisions if the policy implementers responsible for implementing the policy lack the resources to implement the policy have ineffective resources, then policy implementation will not be effective. The resources intended are the sources used to support the successful implementation of policies including resources, also including information, understanding, and knowledge possessed by the resources themselves.

The results of the study also on the strategic plan indicators, namely the implementation of the Identification of Community Learning Needs has not been carried out by the Institute regularly, triggering a mismatch between the needs and interests of learning citizens that occur in learning citizens low motivation and interest in participating in the Community Learning Needs Identification program this is a very important thing in making strategic planning in making decisions facilitating communication participation of learning citizens materials to make procedural decisions from an institution.

This aligns with a survey of several instructional development models, which states that the development of learning activities always begins with an analysis of the environment and the learners' needs (Gustafson & Branch, 2002).

The program is designed to meet the needs and characteristics of the community as learners. To understand these characteristics, three aspects can be considered: (a) general characteristics, typically assessed through demographic data such as age, gender, occupation, and cultural or socioeconomic background; (b) prior competencies; and (c) learning styles (Suparman, 1996: 79-85). Thus, conducting a community needs analysis enables the Community Learning Center to identify the gap between the desired state and the current state, making it a priority for the Center to address that gap (Kaufman, Rojas, & Mayer, 1993).

Input Evaluation

The input evaluation consists of several indicators, including: (1) Citizens (2) tutor characteristics, (3) facilities and infrastructure and (4) financing. Referring to Ministry of Education and Culture Regulation No. 47 of 2023 concerning Standards for the Management of Early Childhood Education, Basic Education, and Secondary Education.

Citizens

Table 3. Description of the Input Evaluation of the Citizen Learning Indicator

Institutions	Field Findings	Criteria
Adubs	<ol style="list-style-type: none"> 1. Package A, total number of participants 40 people. 2. Package B, total number of study participants 94 people. 3. Package C, total number of study participants 183 people 	Very compliant
Insan Madani	<ol style="list-style-type: none"> 1. Package A, total number of participants 17 people. 2. Package B, total number of study participants 34 people. 3. Package C, total number of study participants 60 people 	Moderately compliant

Interview information by the head of the Adubs and Insan Madani institutions related to the recruitment of learning citizens, adjusted to the standards and rules that have been socialized. The characteristics of non-formal education learners are certainly different from those of formal schools. CLC Adubs has an age group that dominates around 45% of the age range 20-30 years as many as 64.3% of men or around 204 people. While as many as 35.6% or around 113 people. With a background of workers such as farmers, laborers, housewives, and the most dominant are learning citizens or Andikpas from the cooperation route with class IIB correctional facilities.

Furthermore, CLC Insan Madani learning citizens range in age from 15 to 45. The dominant age group is 18 to 25. There are a total of 317 learning citizens, 65% male and 35% female, with a background in the work of housewives, traders, day laborers, fishermen, and farmers. The motivation of the learning citizens is the awareness of continuing their education.

Tutor Characteristics

Based on the study's results, the human resources or tutors employed by different institutions are listed in the following table.

Table 4. Description of the Input Evaluation of the Tutor Characteristics Indicator

Institutions	SMA/SMK	D3/D4	S1	S2	Total Amount
CLC Adubs	-	1 (9,1%)	9 (81,8%)	1 (9,1%)	11
CLC Insan Madani	1 (3,85%)	-	25 (96,15%)	-	26

The data indicates that teachers in the central areas of the district have a higher level of education compared to those in the peripheral areas and islands. This conclusion is supported by additional information provided by the head of the Adubs institution:

"The actual recruitment process must meet the qualifications, especially now that the rules are at least a bachelor's background, we are empowered to use local children here. Although in our institution there are still diploma graduates who are taken into consideration, of course, the tutor must have proficiency in the field being taught."

The Insan Madani Community Learning Center currently has one individual who is a high school graduate. This situation highlights a significant challenge faced by institutions offering educational services specifically, the lack of qualified tutors can directly impact the learning process of the Package A, B, and C equivalency education programs. Additionally, factors such as age and disparities in access to technology contribute to substantial differences in student's ability to engage with modern learning methods, which often contrast with traditional educational approaches.

This is in line with Hamalik (2015: 119), who argues that every professional teacher has a deep understanding of their field of expertise. In addition, according to Widoyoko (2016: 8), teachers (tutors) with a relevant educational background find it easier to adapt because they are equipped with a set of supporting theories. It is concluded that professional tutors must teach according to their educational background, as non-formal educational institutions such as CLC may fail to meet accreditation standards set by government agencies or BAN-PDM, leading to a decline in the institution's credibility. Therefore, evaluation and monitoring are necessary to ensure that tutors meet the minimum required qualifications.

Facilities and Infrastructure

Based on the results of observations and interviews at the two community learning centers as a whole, they have not fully complied with the standards of Permendikbud Research and Technology Number 22 of 2023 concerning Facilities and Infrastructure Standards in Early Childhood Education, Basic Education, and Secondary Education Levels and Permendikbud

Research and Technology Number 32 of 2022 concerning Minimum Technical Service Standards for Education.

Field data information obtained that, CLC Adubs has limited material resources in the form of facilities and infrastructure. Both limited space and learning media have not all been fulfilled. Then, the Insan Madani community learning center is related to learning media that still lacks support, both teaching aids and other media. In addition, the institution does not have a practice room or guest room. For administrative completeness, the institution does not have a Tut Wuri Handayani logo, only the logo of the institution and district. The head of the non-formal education Bengkayang regency section also said that the institution's documents were not complete:

“There are several community learning activity centers about the documents and institutional archives. Specifically, reports on the implementation of equivalency education programs for Packages A, B, and C for the 2023-2024 period are lacking. For instance, CLC Adubs has yet to produce a report for Package B, and both CLC Insan Madani for Packages B and C also do not have archived documents.”

In terms of facilities, a learning resident from CLC Adubs expressed, "We don't have a fan in the room, and we study from noon to evening in a classroom that isn't big enough. It feels hot, but we still study." Additionally, a learner from CLC Insan Madani shared, "We have skills in music and dance, but we can't use them together because we only have one musical instrument, and renting instruments is expensive”.

Based on the observations and interviews, it is clear that the facilities and infrastructure in these CLCs are insufficient in both quantity and quality. Furthermore, the facilities and infrastructure indicators are not yet in line with existing standards in terms of quality and quantity at the two community learning centers, Adubs and Insan Madani, such as learning facilities, buildings, rooms, and other media. This is related to the resource aspect of policy implementation, as explained by Van Meter and Van Horn (1975), who state that to measure the performance of policy implementation, it is necessary to establish the standards for facilities and infrastructure that policy implementers must achieve.

The findings are further support by Utami et al. (2024), which highlights that educational institution often experience gaps between established facility standards and actual conditions in the field, particularly related to building completeness, supporting infrastructure, and learning facilities. In line with study by Saidah (2018), infrastructure, institutions with sufficiently spacious buildings, and the availability of comfortable classrooms for learning are supporting factors for conducting learning activities. Another cause is related to limited budgets or funding, as the average source of funding for institutions to implement programs comes from the government and the institutions themselves. This leads to a tendency for program implementation to be less than optimal.

Financing

According to research conducted at the Adubs Community Learning Center and Insan Madani, the funding sources for the budget are primarily from the central government through the APBN budget. Additionally, funding comes from the institution's own capital and contributions from student participation fees. Currently, there are no funds from community donations or local government support.

All budgets are used for the operational costs of the institution, including the implementation of examinations, books, stationery, etc. The costs are known as BOP-PNF. These costs are known as BOP-PNF, which is the Operational Assistance Fund for Non-formal Education. Based on a statement from the head of the institution Mr. Mali said: "The source of our program funds comes from the central state budget, then allocated to support the process of implementing the equality

education program for packages A, B and package C. Usually reporting the use of funds once a year is reported to the Bengkayang district education office as a form of accountability for implementation. Actually, for ourselves, the budget is very limited to cover all program activities because those that can be adjusted to the age of the learning citizens, so there are still many that have not been fulfilled for facilities and teaching media can be said to be not optimal".

The chairman of the Insan Madani Foundation, Mr. Wahaini, who previously led the institution and is familiar with its budgetary challenges, conveyed the following information:

"The funding for the equivalency program comes from the central government, specifically from the BOP fund. We are prepared to adjust as the program is implemented, although it's important to note that the funds are transferred directly to the institution's account. However, the application process for these funds can be lengthy, and the distribution of funds to each CLC varies depending on their specific needs. Sometimes, the foundation's own funds are used, or funding from other sources may be available, but these are quite limited, primarily consisting of physical items like projectors obtained from Corporate Social Responsibility (CSR) contributions meant to support CLCs programs in the Sungai Raya Kepulauan area.

Additionally, we are required to report the usage of BOP-PNF funds to the government once a year. We provide reports that align with the implementation of the equivalency education program. On top of the equivalency program, we also run a literacy program, but the number of participants in that program is not large. We continue to offer it, although the budget primarily comes from our institution itself."

Based on the description above, it can be concluded that the financing is still dominated by the budget sourced from the central government, specifically the APBN from BOP-PNF funds, capital from the institution itself, and the participation of learning citizens. There is no budget derived from institutional business funds or cooperation with external entities. Therefore, strategies are needed that include financial and non-financial mobilization of funds to support and sustain institutional programs in providing educational services.

It can be concluded that in terms of input evaluation, overall effectiveness is still an important urgency for improvement, as seen from the indicators of teacher qualifications, facilities and infrastructure, and budget as supporting factors for the implementation of a non-formal education policy program.

Process Evaluation

Process evaluation is conducted to ensure that the programs implemented comply with existing standards and regulations. The indicators for evaluating the process aspect are based on decision-making criteria, management practices, implementation of learning activities, and partnership relationships at the Community Learning Center Adubs and Insan Madani the following are the findings table 5.

Table 5. Description of the Evaluation of the Process Aspect

Aspect	CLC Adubs	CLC Insan Madani
Decision-making Based	- Permendikbud Number 47 of 2023 concerning Management Standards	- Permendikbud Number 47 of 2023 concerning Management Standards
Management	- Program diversification (A variety of programs have been implemented) - Management officers have carried out tasks by their functions - There is a coaching program for institutional leaders, school principals, and teachers.	- Program diversification (A variety of programs have been implemented) - Management officers have carried out tasks following their functions - Long-term management coaching for managers and tutors is still needed.

Aspect	CLC Adubs	CLC Insan Madani
	- The supervision function of the education office on implementation is still not optimal regarding program implementation.	- The supervision function of the education office on implementation is still not optimal
Implementation of Learning	<ul style="list-style-type: none"> - Lack of pedagogical ability of tutors in using learning methods that follow the characteristics of students. - Offline learning attendance of learners is only 20%. - Face-to-face meetings on Saturdays and Sundays at 2 pm-5 pm. - Low motivation of learners. - National assessment has been effectively implemented. 	<ul style="list-style-type: none"> - Lack of tutor's ability to develop teaching materials independently - The attendance of learning citizens is around 50% - Face-to-face meetings on Saturdays and Sundays Package A and B at 8 am-4 pm, and Package C on Wednesdays and Thursdays at 1 pm-5pm. - National assessment has been effective
Partnerships	- Development of partnerships with the Bengkayang District Education Office, inter-sectoral (Lapas IIB Kab. Bengkayang), inter-PKBM and external parties Yayasan Planet Indonesia (YPI).	- Strategic partnership with the Bengkayang Regency Education Office, Dinas Perhubungan, Desa. Sungai Raya Islands.

The process evaluation of the implementation of the equity education program at PKBM CLC Adubs and CLC Insan Madani shows that both institutions have adhered to the Ministry of Education and Culture Regulation No. 47 of 2023 on Management Standards. This reflects that the basis for decision-making, which is regulation-based, is already in line with the standards. However, based on the research results, there are differences in the implementation of management, learning implementation, and partnership development.

CLC Adubs demonstrates more organized management, characterized by the diversity of programs that have been implemented, the division of tasks among managers according to their functions, and the provision of guidance for heads of institutions and educators. Although supervision from the education office is not yet fully optimal, CLC Adubs has shown concrete efforts in carrying out its managerial functions. On the other hand, CLC Insan Madani still requires ongoing training for managers and tutors, as well as strengthening of the external supervision system to ensure more effective management.

Monitoring is a vital activity carried out to achieve the institution's objectives. According to Suhardan (2017), supervision is an activity conducted routinely and continuously to monitor the progress of a program. This indicates that monitoring is a supervisory action carried out periodically to ensure that a program is running as it should, thereby minimizing the possibility of minor irregularities in reporting implementation and enhancing the management function regarding institutional accountability, which should be the responsibility of the institution and the government. The monitoring system implemented is certainly inseparable from the evaluation of the institution as part of management oversight.

Institutional management evaluation activities consist of a) Assessment of the implementation of equivalency education programs. b) Assessment of institutions through accreditation. c) Assessment of principal performance by supervisors and teacher performance by principals.

First, the assessment of the implementation of the educational equality program at the Adubs and Insan Madani Community Learning Centers refers to the implementation of learning using management strategies that can be applied, namely: 1) Determining priorities based on the urgency of the institution's work agenda. 2) The existence of an educational calendar for scheduling programs. 3) Adjusting schedules to accommodate learners and tutors who may have other commitments.

Based on administrative findings, the CLC Adubs and Insan Madani institutions have fulfilled the priorities of the annual work agenda and the available education calendar. However, there are still substantive challenges for the institutions about the implementation of face-to-face

learning, with an average of less than 50% of learners attending due to low motivation to learn, with only 1-2 meetings per week, in addition to the fact that the scheduled time coincides with the learners' busy schedules. In addition, learning is also conducted remotely using information technology, with the assignment of tasks, but according to several teachers, it is difficult to monitor the tasks given. The same finding was reported by Andriana (2021), showing that online learning has an impact on student outcomes, with 47% of students failing to meet the minimum completion standards due to the lack of direct supervision.

Another challenge in implementing learning is the pedagogical ability of tutors, which still needs to be optimized in terms of learning strategies with more varied methods and models. Additionally, tutors still rely on teaching materials available at PMM for developing teaching materials, despite very limited facilities and infrastructure. Therefore, training in pedagogical competency development is needed to plan, implement, evaluate, and follow up on learning activities.

Second, institutional assessment through accreditation activities essentially aims to assess the feasibility of programs implemented by established criteria and standards for providing educational services. This is in line with Arikunto (1988) statement that accreditation is a process of evaluating the feasibility of educational programs that are open in the form of accountability to the public. Based on research, two community learning centers, Adubs and Insan Madani, in Bengkayang District are institutions with the best accreditation in the inland and coastal categories.

Third, the assessment of the performance of school principals and teachers at the Community Learning Centers in Adubs and Insan Madani. The assessment of school principals is conducted by supervisors, while the assessment of teacher performance is carried out by the school principal. This assessment process is referred to as supervision. Supervision is crucial for evaluating performance and ensuring that competencies align with expected standards.

Based on information from the two non-formal institutions, Adubs and Insan Madani, supervisory activities for teachers and school principals/coordinators are conducted administratively, but in practice, they are rarely carried out at least once a year to support the effectiveness of learning implementation in the institutions. This is supported by Jones (2003), who states that supervision is an integral part of the entire educational administration process, particularly for developing the effectiveness of school personnel performance related to core educational tasks.

In supporting the development of a non-formal educational institution, a community learning center, it is necessary to establish cooperation or partnerships with external parties. Based on data analysis, the CLC Adubs institution has already implemented partnership programs with external parties, both between institutions and with external parties such as the NGO community Yayasan Planet Indonesia, the Education Office, and the LAPAS Class IIB in Bengkayang Regency. These partnerships have proven highly effective in supporting programs aimed at enhancing human resource development and increasing the number of learners, thereby reaching out to communities that have not yet accessed or dropped out of formal education to provide them with quality education.

Additionally, establishing partnerships among Community Learning Centers helps expand the scale of the institution's operations in terms of learner distribution, best practices, and partnership opportunities, fostering alignment to support a learning environment that can develop potential.

Furthermore, CLC Insan Madani has only established partnerships with the sub-district, the Education Office, and the Transportation Office, and has not yet fully established partnerships with companies in the surrounding area. There are indications that partnerships with external parties have not been established as part of development efforts, namely: 1) Limited networks or connections with other organizations, both at the local and national levels; 2) A focus on the institution's internal needs

without relying on external parties; 3) The process of establishing partnerships with the government or other large institutions often involves complex bureaucracy and complicated procedures.

From this information, it can be concluded that the obstacles in building partnership networks originate from the institution itself, namely the practical thinking of the managers and the lack of consideration for developing partnerships that can support service programs, including educational equality programs in material or non-material forms. Given the limited funding and support for facilities and infrastructure by non-formal education units at the PKBM in Bengkayang District, the implementation of partnerships is a crucial factor in their operation. According to Rahmat (2017), partnerships are one of the key factors that must be developed to enhance productivity, effectiveness, and efficiency in non-formal education institutions.

In this case, CLCs managers need to be proactive in identifying, developing, and managing strategic partnerships to support the development of equitable education. Partnerships must be conducted with integrity, ensuring that each party involved is accountable for their role and that the programs produced can provide significant benefits for learners, the community, and the government. By adhering to these principles, CLCs can build effective, sustainable, and positive partnerships.

Product Evaluation

Product evaluation is intended to measure and assess program achievements. The purpose of product evaluation is to assess the success of the program in meeting the needs or ultimate goals of a program. Product evaluation indicators are seen from the competencies of graduates based on what refers to the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 5 of 2022 concerning Standards for Graduate Competencies in Early Childhood Education, Primary Education, and Secondary Education.

Table 6. Description of the Evaluation of the Process Aspect

Institutions	Field Findings	Criteria
CLC Adubs	<ul style="list-style-type: none"> The graduation achievement rate per year in the equivalency education program for Package A, Package B, and Package C is $65\% < \text{graduates} \leq 80\%$. Based on data on the calculation of the basic dimensions (basic competencies) of learning citizens in Adubs in the evaluation of product aspects, namely 82% assessment of the social attitude dimension, 85% assessment of the knowledge dimension, and 90% assessment of the skills dimension. Skills expected from the education program at PKBM Adubs are basic skills, life skills, vocational skills, and functional skills. 	Compliant
CLC Insan Madani	<ul style="list-style-type: none"> The graduation achievement rate per year in the equivalency education program for Package A, Package B, and Package C is $65\% < \text{graduates} \leq 80\%$. Based on data on the calculation of the basic dimensions (basic competencies) of learning citizens in Adubs in the evaluation of product aspects, namely 82% assessment of the social attitude dimension, 85% assessment of the knowledge dimension, and 90% assessment of the skills dimension. Skills expected from the education program at PKBM Adubs are basic skills, life skills, vocational skills, and functional skills. 	Very compliant

Based on data analysis of the product aspect at the CLC Adubs and Insan Madani institutions, there are two indicators that serve as benchmarks, namely, based on learning outcomes and graduate competency standards, which show that they are in line with expectations. The institutions have conducted assessments of learning activities.

According to Sudjana (2019), learning outcomes refer to the results obtained from the educational process, namely the learning and teaching process. From this statement, it can be interpreted that learning outcomes are the products achieved by learners as a reflection of the efforts required.

Learning outcome assessment documents are available in the form of e-reports, which serve as periodic summaries of learning outcomes. This demonstrates that institutions implementing equivalency education programs not only fulfill administrative requirements but also showcase their accountability to stakeholders.

In addition to learning outcomes, other indicators such as graduate competencies are crucial in assessing the effectiveness of a program. The analysis of graduate competencies highlights three key aspects: attitudes, social skills, knowledge, and abilities. Attitudinal competencies are evaluated through observations of students' personalities within the learning community. Knowledge competencies are assessed through foundational subjects, including numeracy, literacy, and core subjects. Skills are evaluated based on specific abilities that learners acquire.

Overall, the competency outcomes are satisfactory; however, there is a recognized need for further development, particularly in the areas of entrepreneurial and vocational skills that are essential for the workforce.

This is in line with Prayono's (2019) opinion that the purpose of these skills is for learners, especially those of productive age, to have the skills and life skills to be independent and capable as citizens who actively contribute to their communities. These skills play a role in reinforcing creativity and productivity that have been developed and integrated into each life skills lesson. There is a need for further programs in the field of entrepreneurship, leveraging personal and environmental potential to train learners who have the potential to enhance economic independence and address the social challenges faced by society for graduates.

CONCLUSION

Based on the results of research and discussions on the evaluation of the implementation of the equivalency education program in Bengkayang Regency in terms of context evaluation, the implementers' understanding of non-formal education policies and standards is not yet fully optimal. The implementation of identifying the needs of learners has not been carried out effectively regularly, so that strategic planning in the two institutions is still not fully on target.

The evaluation of inputs, based on the analysis, has not been effective based on the findings of indicators of human resource quality, infrastructure, and program funding, which still do not meet standards; in particular, tutor qualifications are still not regulated, and budget constraints hinder the effectiveness of program implementation.

Then, the implementation process is almost in line with and effective following the regulations of Permendikbud No. 47 of 2023. However, there are still weaknesses in management. Meanwhile, institutional oversight and supervision of teachers/school principals are still rarely conducted regularly. Partnership development at CLC Adubs is already quite good, but at CLC Insan Madani, it remains limited, which impacts the reach and support of the program, making it less than optimal.

Product evaluation, based on data analysis, showed that the implementation of the equivalency education program at the two CLC institutions, Adub and Insan Madani, was effective. This can be seen from the learning outcomes of the students, who achieved an excellent graduation rate of nearly 90%.

Based on the results of this study, several policy recommendations are proposed as follows. First, a specific policy is needed from the Ministry of Education, Culture, Research, and Technology to comprehensively regulate non-formal education, particularly for Community Learning Centers, with a more contextual and adaptive approach to local conditions in various regions. Second, an

advocacy and support from local governments, particularly the Education and Culture Office of Bengkayang Regency, are needed to ensure that the implementation of educational programs at community learning centers can demonstrate accountability for the programs being carried out. Third, a strategic development is needed by community learning centers in Bengkayang Regency, both in terms of developing partnerships with various parties and developing resources and management functions.

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